

DOCUMENT RESUME

ED 453 754

HE 034 080

TITLE Annual Joint Report on Kindergarten through Higher Education in Tennessee.

INSTITUTION Tennessee State Board of Education, Nashville.; Tennessee Higher Education Commission, Nashville.

PUB DATE 2000-00-00

NOTE 29p.

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Academic Achievement; Admission (School); Annual Reports; *Educational Planning; *Elementary Secondary Education; Graduation Requirements; *Higher Education; Performance Factors; State Legislation; State Programs

IDENTIFIERS *Tennessee

ABSTRACT

This annual report complies with the requirements of Tennessee's Public Education Governance Reform Act of 1984, which directs the State Board of Education and the Tennessee Higher Education Commission to prepare a report on: (1) the extent of duplication in elementary-secondary and postsecondary education in Tennessee; (2) the extent to which high school graduation requirements are compatible with the admission requirements of postsecondary institutions; (3) the extent to which the respective master plans of the State Board of Education and the Higher Education Commission are being fulfilled; and (4) the extent to which state needs in public education are being met. The Commission and the Board of Education have developed master plans to minimize duplication in a program of continuous learning from prekindergarten through higher education. High school requirements in Tennessee are compatible with the admissions requirements of the state's public postsecondary institutions. The study also found that progress is being made toward the master plans of both the State Board of Education and the Higher Education Commission in many areas, although progress has not been significant in some areas, as identified. To meet state needs in public education, Tennessee has adopted a performance funding model. Since the inception of the performance model, there have been consistent improvements in test scores for major fields and general education outcomes, and job placement rates in vocational programs have risen to over 95%. (Contains 27 tables.) (SLD)

Annual Joint Report on Kindergarten Through Higher Education in Tennessee

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

C.B. Poulton

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

**Tennessee State Board of Education
and the
Tennessee Higher Education Commission**

2000

**Annual Joint Report
on Kindergarten through Higher Education
in Tennessee**

**Tennessee State Board of Education
and the
Tennessee Higher Education Commission
2000**

MEMBERSHIP OF THE STATE BOARD OF EDUCATION AND THE TENNESSEE HIGHER EDUCATION COMMISSION

State Board of Education

Avron Fogelman
Charles O. Frazier
Burrell Harris
Cherrie Holden
Ross Lucas, student
Hubert L. McCullough, Chair
Richard E. Ray
Richard G. Rhoda, ex officio
Fielding Rolston
Valerie Copeland Rutledge
Melvin Wright

Memphis
Nashville
Crossville
Germantown
Waverly
Murfreesboro
Walland
Nashville
Kingsport
Chattanooga
Jackson

J. V. Sailors, Executive Director

Tennessee Higher Education Commission

Steve Adams, ex officio
Riley C. Darnell, ex officio
Tony Scott England, student
Fred Patrick Gattas, III, student
William Ransom Jones, Vice-Chair
Dale Kelley, Secretary
Debby Patterson Koch
Joe E. Lancaster
Wanda McMahan
John Morgan, ex officio
June Scobee Rodgers, Vice-Chair
J. V. Sailors, ex officio
Lisa P. Verble
A C Wharton, Jr., Chairman
Bradley Windley

Nashville
Nashville
East Tennessee State University
UT Memphis
Murfreesboro
Huntingdon
Nashville
Columbia
Knoxville
Nashville
Signal Mountain
Nashville
Sevierville
Memphis
Murfreesboro

Richard G. Rhoda, Executive Director

Table of Contents

| | |
|--|---|
| Introduction..... | 1 |
| A Spirit of Cooperation: Charting Tennessee's Education Course | 2 |
| Progress Toward Meeting Education Objectives | 5 |

Appendices:

| | |
|---|----|
| Appendix A: | |
| Tennessee High School Graduation Requirements | 17 |
| Appendix B: | |
| Minimum High School Course Requirements for Regular Undergraduate | |
| Admission to Tennessee Public Higher Education Institutions | 18 |
| Appendix C: | |
| Master Plan for Tennessee Schools: Preparing for the 21 st Century | 19 |
| Appendix D: | |
| Performance Goals for Tennessee School Systems | 20 |
| Appendix E: | |
| Higher Education Uniting to Serve Tennesseans: A Strategic Master | |
| Plan for 1996-2000 | 21 |
| Appendix F: | |
| Tennessee Challenge 2000..... | 23 |

INTRODUCTION

As Tennessee works to accomplish its education goals for the 21st century, strong partnerships at all levels of education are increasingly important. This annual report focuses on the works of the State Board of Education and the Tennessee Higher Education Commission.

The State Board of Education is the governing board for K-12 and the Tennessee Higher Education Commission is the coordinating board for higher education. Together with the state's two public higher education systems and the 138 local public school systems, these two boards establish policies and long range plans for the operation of public education.

On an organizational level, the executive directors for the two boards each serve as an ex-officio member of the other's board. Each year the Board and the Commission meet in a joint session to discuss areas of mutual concern.

The Board and the Commission have legislative mandates and governance policies which create a number of connections for policy development and program planning at the state and local level. This cooperative spirit has placed Tennessee in the forefront of education reform.

That education is an essential element of economic survival and improved quality of life for the state's citizens is clearly supported by political, business, and civic leaders in Tennessee. Tennessee must make available an education system that reaches all its citizens, improves their potential for success and enhances their ability to resolve the complex demands and problems in the new century.

The Board and the Commission affirm their resolve to provide the necessary public policy leadership to attain the goals of their respective master plans for public schools and higher education institutions. Both stand ready to support the Governor and the General Assembly in their efforts to develop and sustain quality education at every level in the state.

A SPIRIT OF COOPERATION: Charting Tennessee's Education Course

This annual report complies with the requirements established in the *Public Education Governance Reform Act* of 1984. This act directs the State Board of Education and the Tennessee Higher Education Commission to provide a report to the Governor and the General Assembly, all public schools, higher education institutions, and their respective governing boards. This report is to include, but not be limited to, a discussion of the following areas:

- The extent of duplication in elementary-secondary and postsecondary education;
 - The extent high school graduation requirements are compatible with the admission requirements of postsecondary institutions;
 - The extent the respective master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled; and
 - The extent state needs in public education are being met as determined by the Board and the Commission.
- **Extent of Duplication in Elementary-Secondary and Postsecondary Education**
- Both the Commission and the Board have developed strategic master plans to guide policy development and resource allocation in public education. These plans have sharpened the focus of education in pre-kindergarten through higher education and have minimized duplication. Both plans call for a program of continuous learning from pre-kindergarten through higher education.
- **Extent High School Graduation Requirements Are Compatible with Admission Requirements of Postsecondary Institutions**

The requirements are compatible. A *High School Policy*, dedicated to preparing all students for success in work and postsecondary education was adopted by the State Board of Education in 1993 and revised in 1999. The policy is consistent with the requirements of the *Education Improvement Act* (EIA).

The policy establishes a rigorous core curriculum for all students consisting of 14 units, covering English (four units), mathematics (three units), science (three units), social studies (three units), and lifetime wellness (one unit). The high school areas of science, social studies, and wellness exceed university admission requirements and are consistent with current philosophy for preparation of students for lifelong learning, the workplace, and responsible citizenship.

In addition to the core curriculum, university path students complete two units in the same foreign language and one unit of fine arts, consistent with university requirements; technical path students complete four units focused in a technical area and have the opportunity to participate in a Tech-Prep program. Students

entering ninth grade in 2001-02 will be required to pass end-of-course examinations in Algebra I, English II, and Biology. These requirements ensure that all students experience a smooth transition to postsecondary education.

Education Edge -- Tennessee's School-to-Career initiative -- envisions a seamless program of study connecting secondary education, postsecondary education and the workplace. It is a logical extension of the Board's *High School Policy* including the two path program. All students will complete a challenging core curriculum and have the opportunity to complete one of seven career clusters, including a work-based learning component.

Current high school graduation requirements and high school course requirements for regular undergraduate admission are included in Appendix A and Appendix B.

- **Extent Master Plans of the State Board of Education and the Tennessee Higher Education Commission Are Being Fulfilled**

Both the Commission and the Board maintain strategic master plans, which are revised annually.

The Board's *Master Plan for Tennessee Schools* for 2000 targets nine key result areas: early childhood education, primary and middle grades education, high school education, technology, professional development and teacher education, accountability and assessment, school leadership and school-based decision making, school health and safety, and funding. For each key result area, a goal has been stated and strategies identified for achieving the goal, along with progress indicators, and additional costs. The key result areas and their associated goals are listed in Appendix C.

The Board's plan emphasizes what must be accomplished to fulfill the promise of the EIA. An important aspect of the EIA is the establishment of performance goals for schools and school systems. The Board has identified four goals to be accomplished by the year 2000. These goals and progress made to date are shown in Appendix D. The Board has established additional goals for the new century in academic attainment in elementary and secondary grade levels.

A summary analysis of the progress being made in Tennessee schools is included in the report on *Student, Teacher and School Performance*. This report is prepared annually by the Board and the Commissioner of Education and is included in the Board's *Master Plan*. The Commissioner's annual Report Card provides a comprehensive analysis.

The Commission's master plan is a *Strategic Master Plan for 1996-2000*. The theme is "Higher Education Uniting to Serve Tennesseans" and it calls for increasing performance in Tennessee higher education; using information technology to serve Tennesseans; enhancing partnerships with K-12; enhancing partnerships with business, industry, and government; and extending inter-institutional partnerships and cooperation. The premises used in the development of this plan, along with an executive summary, are included in Appendix E.

Tennessee Challenge 2000, The Status of Higher Education in Tennessee, is a document which describes goals adopted by the Commission which are to be

achieved by the year 2000. These goals address improving enrollment and access, improving the quality of instruction and assessment, preparing effective teachers for the public schools, improving the quality and quantity of research and public service, recruiting high quality faculty, and improving funding. The goals are included in Appendix F.

- **Extent State Needs in Public Education Are Being Met as Determined by Board and Commission**

Determining the needs of public education in Tennessee is done annually by the Board through its report on funding required for the *Master Plan* and by the Commission in its appropriations request.

The Board's analysis of funding needs and the extent to which state needs in PreK-12 education are being met is based upon a review of performance and upon the goals and strategies identified in the Board's *Master Plan*. The Board's *Master Plan* supports a funding formula that provides adequate and equitable funding for Tennessee's school systems. The Basic Education Program (BEP) Review Committee meets annually to address needed revisions.

In 1992 the General Assembly implemented the BEP funding formula. The formula is based on actual costs and provides for those costs to be shared by the state and local governments. The BEP was fully funded in 1999-2000.

The Commission adopted a new funding formula for higher education in 1994. The formula approach is designed to address needs by distributing dollars through a fair and equitable methodology. The Commission's FY 95-96 appropriations recommendations to the Governor and the General Assembly implemented the new formula model. The Commission's Formula Task Force will meet annually to address needed revisions.

Tennessee higher education was the first system in the country to use incentive funding to reward institutions based on performance indicators. An institution can receive an addition to their state appropriation based on improvements in academic programs and services. The performance funding model is revised every five years. Since the inception of the performance funding program, higher education institutions have received over one-quarter of a billion dollars in incentive based performance outcomes. There have been consistent improvements in test scores for major fields and general education outcomes. Job placement rates in vocational programs have risen from approximately 65% to over 95% placement.

PROGRESS TOWARD MEETING EDUCATION OBJECTIVES

In 1991 the Tennessee Higher Education Commission and the State Board of Education identified 26 objectives for Tennessee's pre-kindergarten through higher education system, which are critical to the future of all Tennesseans. The following pages reflect the progress for each objective. In many areas, significant progress has been achieved. In other areas, the progress has not been as significant.

Section One: Preschool Through High School

| | |
|--------------------|---|
| Objective 1 | <i>Increase to 100% the three and four-year old at-risk children and their families enrolled in comprehensive early childhood education and parent involvement programs.</i> |
|--------------------|---|

Three and Four-Year Old At-Risk Children (Estimates, 1999)

| | |
|----------------------------|--------|
| At-Risk Children | 45,000 |
| Enrolled in Head Start | 13,500 |
| Enrolled in Other Programs | 19,500 |
| Remaining to be Served | 12,000 |

| | |
|--------------------|---|
| Objective 2 | <i>Increase the promotion rate of elementary students.</i> |
|--------------------|---|

Students Promoted in Grades K-8 (1995 - 1999)

| YEAR | % PROMOTED |
|---------|------------|
| 1994-95 | 96.5 |
| 1995-96 | 96.6 |
| 1996-97 | 96.4 |
| 1997-98 | 96.6 |
| 1998-99 | 96.4 |

The average K-8 promotion rate for 1997-98 was 96.4%, a decrease of 0.1 percentage points since 1994-95.

Objective 3

Increase the achievement levels of students on the TCAP Achievement Test (TerraNova), the TCAP Competency Test, and the TCAP Writing Assessment.

TCAP Achievement Test

Scores on the TCAP Achievement Test (TerraNova) for students in third through eighth grade were at or above the median national percentiles on 90% of the scores reported for subtests in reading composite, language composite, mathematics composite, science, and social studies.

**TCAP Achievement Test - National Percentiles
(1999)**

| | Grade | | | | | |
|----------------|-------|----|----|----|----|----|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| Reading | 55 | 53 | 55 | 48 | 51 | 58 |
| Language | 62 | 59 | 54 | 58 | 58 | 59 |
| Mathematics | 58 | 57 | 56 | 52 | 54 | 57 |
| Science | 50 | 50 | 51 | 55 | 53 | 56 |
| Social Studies | 51 | 49 | 49 | 51 | 49 | 53 |

The test also reports information in terms of five levels of performance – step 1, progressing, nearing proficiency, proficient, and advanced. The percentage of Tennessee students in the two highest levels, proficient and advanced, meets or exceeds the performance of the national norm group in 60% of the subtests in grade 5 and all of the subtests in grade 8. Grades 5 and 8 are the benchmark years.

TCAP Competency Test

Results from the fifth Competency Test show that in 1998-99 a greater percentage of the students taking the test for the first time in ninth grade passed mathematics, language arts, and both parts of the test than in 1994-95. Beginning in 2001-02, the competency requirement will be replaced by a requirement that students pass end-of-course examinations in Algebra I, English II, and Biology.

**Percent First Time Takers Passing Competency Test
(1995 - 1999)**

| | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 |
|---------------|---------|---------|---------|---------|---------|
| Mathematics | 66% | 71% | 70% | 72% | 71% |
| Language Arts | 68% | 80% | 80% | 80% | 78% |
| Both | 61% | 66% | 65% | 67% | 65% |

TCAP Writing Assessment

Scores on the Writing Assessment significantly improved for students in the fourth and eleventh grades compared with 1994-95 results. Students in seventh grade were tested for the first time in 1997-98; the seventh grade score remained the same over two years.

**Writing Assessment
(1995, 1998, 1999)**

| Percent of Students Scoring Competent or Above | | | | |
|--|-------|---------|---------|---------|
| Grade | Scale | 1994-95 | 1997-98 | 1998-99 |
| 4 | (1-6) | 16.3% | 47.7% | 59.2% |
| 8 | (1-6) | NA | 52.0% | 52.0% |
| 11 | (1-6) | 30.3% | 54.6% | 59.5% |

Tennessee Value-Added Assessment System

The Tennessee Value-Added Assessment System (TVAAS), which measures student achievement over time, was initiated in 1993. Using the TCAP Achievement Test, value-added assessment measures the academic gain made each year by students in grades 4-8. The three-year average cumulative gains for the period 1997-99 were higher in all subjects than the comparable cumulative gains for 1991-93 and met the state goal of 100%.

Value-Added Assessment - Cumulative Gain Grades 4-8 (1993, 1998, 1999)

| | 1991-93 | 1997-98 | 1997-99 |
|----------------|---------|---------|---------|
| Math | 94.3% | 97.5% | 100.1% |
| Reading | 102.9% | 120.3% | 116.8% |
| Language Arts | 112.9% | 119.3% | 114.5% |
| Social Studies | 96.3% | 94.5% | 103.9% |
| Science | 94.3% | 118.2% | 117.1% |

Objective 4 *A dropout rate of no more than 10% for grades 9-12.*

The 1998-99 high school dropout rate is 14.8%. This year, for the fourth time, the state and local dropout rates are based on four years of actual data. This cohort rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade. In the past, the dropout rate had to be projected from the most recent reporting data.

Dropout Rate, Grades 9-12 (1996 - 1999)

| | 1995-96 | 1996-97 | 1997-98 | 1998-99 |
|--------|---------|---------|---------|---------|
| Event | 4.4% | 4.6% | 4.5% | 4.2% |
| Cohort | 16.4% | 15.6% | 15.2% | 14.8% |

Objective 5 *Increase the number of high school students enrolled in algebra, geometry, and advanced mathematics.*

High School Enrollment in Mathematics Courses 1994-95 - 1998-99

| | 1994-95 | 1995-96* | 1996-97* | 1997-98 | 1998-99 |
|---------------|---------|----------|----------|---------|---------|
| Algebra I** | 50,890 | 48,849 | 45,855 | N/A | 45,398 |
| Algebra II | 33,568 | 33,119 | 32,092 | N/A | 32,631 |
| Geometry | 37,577 | 36,314 | 33,574 | N/A | 34,290 |
| Advanced Math | 16,591 | 16,326 | 15,248 | N/A | 19,624 |
| TOTAL | 138,626 | 134,608 | 126,769 | N/A | 131,043 |

* The data may underrepresent enrollments in 1995-96, 1996-97 and 1998-99 due to incomplete reporting by schools with bloc scheduling which had not preregistered for second semester at the time the data were collected.

** An additional 7,614 students enrolled in Algebra I in grade 8 in 1994-95, 7,321 in 1995-96, 6,397 in 1996-97, and 6,935 in 1998-99. Data were not collected in 1997-98.

Objective 6 *Increase the number of high school students who complete advanced placement examinations and score 3 or above.*

**Advanced Placement Candidates
(1995 - 1999)**

| | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|--------|--------|--------|--------|--------|
| Students Taking Exams | 7,226 | 7,556 | 7,862 | 8,445 | 9,080 |
| Exams Taken | 10,987 | 11,520 | 11,870 | 12,932 | 14,376 |
| Number of Exams with Scores of 3 to 5 | 6,997 | 7,441 | 7,777 | 8,363 | 9,312 |
| % Tennessee Exams with Scores of 3 to 5 | 64% | 65% | 66% | 65% | 65% |
| % National Exams with Scores of 3 to 5 | 66% | 63% | 64% | 64% | 64% |

Objective 7 *Increase the percentage of high school graduates completing the ACT core curriculum.*

The total number of ACT-tested students completing the ACT core curriculum increased from 25,549 in 1998 to 26,532 in 1999.

**Tennessee Students Completing the ACT Core Curriculum
(1995 - 1999)**

| | 1995 | 1996 | 1997 | 1998 | 1999 |
|------------------------------|--------|--------|--------|--------|--------|
| Students Taking ACT | 32,628 | 37,654 | 41,135 | 40,782 | 42,918 |
| % Completing Core Curriculum | 58% | 56% | 54% | 63% | 62% |

Objective 8 *Increase the average ACT scores of Tennessee high school graduates.*

The 1998-99 school year marked the third time Tennessee's students were required to take the ACT, SAT, or Work Keys exam as an exit requirement. Scores show slight increases over the previous year. Tennessee students do remarkably well on the ACT given the high percentage and diverse ability range of the test takers.

**Average ACT Scores for High School Graduates
(1995 - 1999)**

| CONTENT AREA | 1995 | 1996 | 1997 | 1998 | 1999 |
|-------------------|------|------|------|------|------|
| English | 20.3 | 19.8 | 19.6 | 19.6 | 19.8 |
| Mathematics | 19.3 | 18.9 | 19.0 | 19.1 | 19.1 |
| Reading | 21.0 | 20.4 | 20.1 | 20.2 | 20.4 |
| Science Reasoning | 20.3 | 19.9 | 19.7 | 19.8 | 19.8 |
| Composite | 20.3 | 19.9 | 19.7 | 19.8 | 19.9 |

**Average Entering ACT Composite for Freshmen in
Public Higher Educational Institutions
(1995 - 1999)**

| | 1995 | 1996 | 1997 | 1998 | 1999 |
|---------------|-------|-------|-------|-------|-------|
| Universities | 21.56 | 21.64 | 21.69 | 21.53 | 21.52 |
| Two-Yr. Inst. | 18.16 | 18.17 | 18.02 | 18.16 | 18.20 |
| Overall | 19.49 | 19.53 | 19.46 | 19.51 | 19.50 |

Section Two: Higher Education

| | |
|--------------------|---|
| Objective 9 | <i>Increase the number of public high school graduates who goes on to public postsecondary education in Tennessee.</i> |
|--------------------|---|

**Enrollment of Recent Public High School Graduates in
Tennessee Public Higher Educational Institutions
(1994- 1998)**

| | 1995 | 1996 | 1997 | 1998 | 1999 |
|------------------------|--------|--------|--------|--------|--------|
| High School Graduates | 43,308 | 43,889 | 44,380 | 43,331 | 44,032 |
| First-time Freshmen | 18,337 | 18,768 | 19,274 | 19,415 | 19,623 |
| % of High School Grads | 42.3% | 42.8% | 43.4% | 44.8% | 44.6% |

| | |
|---------------------|---|
| Objective 10 | <i>Improve the participation rate in postsecondary education from all geographic areas of the state.</i> |
|---------------------|---|

**Degrees Awarded by Public Higher Education Institutions
(1994-95 - 1998-99*)**

| REGION | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 |
|---------------|---------|---------|---------|---------|---------|
| West TN | 5,804 | 6,007 | 5,927 | 5,869 | 5,885 |
| Middle TN | 6,724 | 7,138 | 7,468 | 7,714 | 7,808 |
| East TN | 7,832 | 7,566 | 7,939 | 7,843 | 7,976 |
| Upper East TN | 2,242 | 2,286 | 2,386 | 2,348 | 2,244 |

*By geographic permanent address of graduates.

| | |
|---------------------|---|
| Objective 11 | <i>Decrease the percentage of recent high school graduates needing remedial courses at the public postsecondary level.</i> |
|---------------------|---|

**Percentage of First-time Freshmen Age 20 and Under
Requiring Remedial/Developmental Courses
(1995 - 1999)**

| TERM | PERCENT |
|-----------|---------|
| Fall 1995 | 45.8% |
| Fall 1996 | 46.1% |
| Fall 1997 | 44.1% |
| Fall 1998 | 45.7% |
| Fall 1999 | 45.1% |

| | |
|---------------------|--|
| Objective 12 | <i>Increase enrollment in graduate and professional programs in accordance with state and national needs.</i> |
|---------------------|--|

**Graduate and Professional Enrollment by Field of Study
in Public Higher Education Institutions
(Fall 1995 - Fall 1999)**

| FIELD | 1995 | 1996 | 1997 | 1998 | 1999 |
|----------------------------------|---------------|---------------|---------------|---------------|---------------|
| Allied Health /Medical | 2,795 | 2,822 | 2,960 | 2,978 | 3,066 |
| Business | 2,429 | 2,496 | 2,578 | 2,662 | 2,719 |
| Computer Science /Engineering | 1,671 | 1,569 | 1,483 | 1,466 | 1,487 |
| Education | 4,835 | 4,991 | 5,172 | 5,340 | 5,211 |
| Law | 945 | 923 | 995 | 945 | 911 |
| Mathematics and Science | 1,445 | 1,396 | 1,442 | 1,410 | 1,351 |
| Other | 8,394 | 8,673 | 7,995 | 7,737 | 7,459 |
| TOTAL | 22,514 | 22,870 | 22,625 | 22,538 | 22,204 |

| | |
|---------------------|--|
| Objective 13 | <i>Increase the enrollment rate of African-American students at Tennessee public higher education institutions.</i> |
|---------------------|--|

**African-American Enrollment in
Public Higher Education Institutions
(1995 - 1999)**

| YEAR | STUDENTS | % of Total Enrollment |
|-----------|----------|-----------------------|
| Fall 1995 | 29,084 | 15.1% |
| Fall 1996 | 30,208 | 15.6% |
| Fall 1997 | 30,690 | 15.9% |
| Fall 1998 | 31,732 | 16.4% |
| Fall 1999 | 32,532 | 16.8% |

| | |
|---------------------|--|
| Objective 14 | <i>Increase the graduation rate of full-time degree-seeking college students.</i> |
|---------------------|--|

**Persistence to Graduation of First-time Full-time Freshmen
in Public Universities
(1994 - 1999)**

| BEGINNING YEAR | GRADUATED BY | PERSISTENCE RATE |
|----------------|--------------|------------------|
| 1988 | 1994 | 44.5% |
| 1989 | 1995 | 46.1% |
| 1990 | 1996 | 45.4% |
| 1991 | 1997 | 44.2% |
| 1992 | 1998 | 44.9% |
| 1993 | 1999 | 45.4% |

| | |
|---------------------|--|
| Objective 15 | <i>Increase number of successful graduates from Tennessee teacher education programs.</i> |
|---------------------|--|

**Completers of Teacher Education Programs in
Public and Independent Higher Education Institutions*
(1995 - 1999)**

| YEAR | GRADUATES |
|---------|-----------|
| 1994-95 | 2,627 |
| 1995-96 | 2,984 |
| 1996-97 | 2,882 |
| 1997-98 | 3,077 |
| 1998-99 | 3,012 |

*Teachers only, excludes first-time administrators

Objective 16 *Increase the test performance and evaluation results of teacher candidates and beginning teachers.*

**Percentage of Graduates Passing Core Battery or Principles of Learning and Teaching
of the Praxis Examinations*
(1994-95 to 1998-99)**

| YEAR | PERCENT |
|---------|---------|
| 1994-95 | 94% |
| 1995-96 | 95% |
| 1996-97 | 95% |
| 1997-98 | 95% |
| 1998-99 | 96% |

*Beginning in 1998-99, candidates were required to pass the Praxis test Principles of Learning and Teaching.

Objective 17 *Increase the percentage of minority candidates entering the teaching profession.*

**Percentage of Minority Teachers in Public Schools
(1994-95 - 1998-99)**

| | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 |
|-----------------------------|---------|---------|---------|---------|---------|
| Teacher Education Graduates | 6.5% | 7.8% | 6.1% | 7.1% | 7.2% |
| First-Time Licensed | 7.6% | 7.1% | 8.9% | 6.9% | 4.8% |
| Newly Hired | 9.2% | 7.7% | 7.7% | 5.4% | 6.0% |
| Teachers | 11.0% | 10.7% | 10.7% | 10.1% | 9.9% |
| Black Students in School | 22.7% | 23.1% | 23.4% | 23.7% | 23.9% |

SECTION THREE: ADULT LITERACY

Objective 18 *Increase the number of adults served in adult literacy programs and who progress from one level of literacy to another.*

**Enrollment and Completion from Adult Literacy Programs
(1994 - 1998)**

| | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 |
|---|---------|---------|---------|---------|---------|
| Total Enrollment | 55,324 | 51,054 | 50,889 | 52,571 | 53,260 |
| Complete Basic Literacy Programs Skills up to Grade 6 | 4,658 | 4,794 | 6,426 | 8,259 | 10,129 |
| Complete Basic Education Level 2 Skills up to Grade 9 | 6,288 | 5,374 | 5,359 | 6,675 | 8,722 |
| Complete GED Skills up to Grade 12 | 5,178 | 4,891 | 5,415 | 5,810 | 6,373 |

Objective 19 ***A 25% increase in those who receive GED credentials.***

**GED Enrollment/Completion
(1994 - 1998)**

| | 1994 | 1995 | 1996 | 1997 | 1998 |
|-----------------|--------|--------|--------|--------|--------|
| No. Test Takers | 18,840 | 19,160 | 20,523 | 20,803 | 20,568 |
| No. Completers | 11,534 | 12,130 | 13,522 | 13,051 | 13,468 |
| Percent | 61.2% | 64% | 66% | 64% | 65% |

From 1994 to 1998, there was a 17% increase in number of GED completers.

SECTION FOUR: TECHNOLOGY

Objective 20 ***A statewide technology network in place to serve the teaching, learning, and management needs of schools, institutions, and state agencies.***

Through the ConnectTEN program, Tennessee became the first state to establish a statewide network that provides connections to the World Wide Web for all of its public schools. The state has begun an initiative to bring Internet resources into every classroom by networking school computers. The number of classroom computers connected to the Internet has grown from 7,000 in 1996 to 109,000 in 1999.

Since 1993-94, the state has provided a total of \$147 million in state funds for educational technology, including nearly \$96 million for 21st Century Classrooms. The fully funded BEP formula provides \$15 million in state recurring funds (and \$5 million in local matching funds) for the formula's technology component.

Using Technology Literacy Grant funds, teachers are now developing Web-based instructional units that follow state curriculum requirements. As a result of the new E-Rate, additional investments in technology have surpassed the \$100 million mark this year.

Objective 21 ***Increase the use of state-of-the-art technology and effective instructional strategies in every public school and college classroom supported by a comprehensive professional development system for faculty and administrators.***

A number of staff training efforts for PreK-12 teachers, principals, superintendents, and school board members are in place. However, additional professional development funding and planning are needed to support effective instructional practices and expand the use of technology and innovative instructional strategies by both PreK-12 and college faculty and administrators.

**Dwight D. Eisenhower Mathematics and Science Program
PreK-12 Teacher Training
(1996 - 2000)**

| | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 |
|------------------------|-------------|-------------|-------------|-------------|-------------|
| PreK-12 Funding | \$3,768,607 | \$4,115,418 | \$4,627,889 | \$4,458,983 | \$4,419,675 |
| School System Projects | 139 | 139 | 138 | 137 | 137 |
| Higher Educ. Funding | \$717,830 | \$783,889 | \$837,000 | \$892,135 | \$885,862 |
| Higher Educ. Projects | 30 | 31 | 33 | 35 | 33 |

SECTION FIVE: SCHOOL-BASED DECISION MAKING

Objective 22 *Increase school-based decision making in public schools.*

All schools must prepare a school improvement plan, developed with input from appropriate constituencies, every two years. Schools are incorporating elements of shared decision making. The plans are a central part of the accountability process and show where progress or lack of progress is being made.

Objective 23 *Increase the number of school/business/community partnerships.*

In 95% of public school systems there are organized partnership programs with businesses and communities. This objective has expanded under the Education Edge initiative, in which 14 regional public/private sector partnerships have been formed to create a coordinated system of secondary, postsecondary, and workplace learning.

Objective 24 *Adequate and sustained funding levels for preK-12 and higher education.*

**State Funding Levels for Public Education
(Operating and Capital in billions of dollars)
(FY 1996 - FY 2000)**

| | FY 1996 | FY 1997 | FY 1998 | FY 1999 | FY 2000 |
|------------------|---------|---------|---------|---------|---------|
| PreK-12 | \$1.99 | \$2.14 | \$2.29 | \$2.43 | \$2.51 |
| Higher Education | \$.90 | \$1.10 | \$.92 | \$1.16 | \$.98 |

| | |
|---------------------|---|
| Objective 25 | <i>Increase university research, including applied research, which contributes to economic growth.</i> |
|---------------------|---|

Non-State Appropriated Research Expenditures in Public Universities
(in millions of dollars)
(FY 1994 - FY 1999)

| | FY 1994 | FY 1995 | FY 1996 | FY 1997 | FY 1998 | FY 1999 |
|-------------------------|---------|---------|---------|---------|---------|---------|
| Expenditures | \$117.8 | \$114.6 | \$116.5 | \$118.2 | \$118.2 | \$131.4 |
| Adjusted for Inflation* | \$119.2 | \$113.7 | \$112.3 | \$111.7 | \$112.1 | \$125.8 |

*Adjusted to reflect 1992 constant dollars.

| | |
|---------------------|--|
| Objective 26 | <i>Increase private gifts and grants to public colleges and universities.</i> |
|---------------------|--|

Private Gifts, Grants, and Contracts to Public Higher Education Institutions
(in millions of dollars)
(FY 1994 - FY 1999)

| | FY 1994 | FY 1995 | FY 1996 | FY 1997 | FY 1998 | FY 1999 |
|-------------------------|---------|---------|---------|---------|---------|---------|
| Actual Receipts | \$83.8 | \$93.0 | \$102.1 | \$111.2 | \$103.0 | \$131.4 |
| Adjusted for Inflation* | \$84.8 | \$93.7 | \$98.4 | \$105.1 | \$97.6 | \$125.9 |

*Adjusted to reflect 1992 constant dollars.

APPENDIX

APPENDIX A: TENNESSEE HIGH SCHOOL GRADUATION REQUIREMENTS

| <u>Core Curriculum</u> | <u>Units</u> |
|------------------------|--------------|
| English Language Arts | 4 |
| Mathematics | 3 |
| Science | 3 |
| Social Studies | 3 |
| Wellness | 1 |
| Total Units | 14 |

| <u>University Path</u> | | <u>Technical Path</u> | |
|------------------------|---|--------------------------------|---|
| Foreign Language | 2 | Program of Study Focusing on a | |
| Fine Arts | 1 | Particular Technical Area | 4 |
| Electives | 3 | Electives | 2 |
| Total Units | 6 | Total Units | 6 |

APPENDIX B:
MINIMUM HIGH SCHOOL COURSE REQUIREMENTS FOR
REGULAR UNDERGRADUATE ADMISSION TO
TENNESSEE PUBLIC HIGHER EDUCATION INSTITUTIONS

| SUBJECT AREA AND UNITS | HIGH SCHOOL COURSES FULFILLING REQUIREMENTS |
|---|---|
| English 4 units required | English I, II, III, IV Applied Communication substitutes for English III or IV |
| Algebra I and II 2 units required | Algebra I, Algebra II Math for Technology II substitutes for Algebra I |
| Advanced Mathematics 1 unit of geometry, or an advanced course with geometry as significant component required | Unified Geometry Trigonometry Pre-Calculus Calculus Probability and Statistics Math IV |
| Natural/Physical Sciences 2 units required one must be a laboratory course in Biology, chemistry, or physics | Biology I, II Biology for Technology Chemistry I, II Physics Principles of Technology I Principles of Technology II Physiology Physical Science Science 1-A (Ag Science) Geology Ecology and Conservation of Natural Resources Nutrition Science |
| U. S. History 1 unit required | U. S. History |
| Social Studies 1 unit required | World History Ancient History Modern History World Geography European History |
| Foreign Language 2 units in same language | Latin French Spanish German Japanese Russian |
| Visual/Performing Arts 1 unit required | Theater Arts Visual Arts Music Theory Music History Vocal Music Instrumental Music Art History General Music Dance |

**APPENDIX C:
MASTER PLAN FOR TENNESSEE SCHOOLS:
PREPARING FOR THE 21ST CENTURY**

State Board of Education

Mission: To ensure that Tennessee schools are among the best in the nation

Goals for the Nine Key Result Areas

| Key Result Area | Goal |
|--|--|
| Early Childhood Education | All children will begin school ready to learn. |
| Primary and Middle Grades Education | All primary and middle grade students will achieve world-class standards. |
| High School Education | All high school students will achieve world-class standards and leave school prepared for work and lifelong learning. |
| Technology | Technology will be used to improve student learning and meet performance goals. |
| Professional Development and Teacher Education | The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally. |
| Accountability and Assessment | Assessment will be used to improve student learning and demonstrate accountability. |
| School Leadership and School-Based Decision Making | School leaders will be well prepared and responsible for improved performance of schools and school systems. |
| School Health and Safety | All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy. |
| Funding | Tennessee will provide adequate and equitable funding for schools. |

**APPENDIX D:
PERFORMANCE GOALS
FOR TENNESSEE SCHOOL SYSTEMS**

State Board of Education

Goals to be achieved by each school system by the year 2000

Goal 1 - Academic Gain

An average gain in reading, language, mathematics, science and social studies at each grade in grades 4 through 8 that is equal to or greater than the average national gain as measured by scale scores (plus or minus two standard errors of measurement) on the TCAP Achievement Tests.

- *Value-added assessment shows Tennessee students' cumulative gains greater than the average national gains in all areas - mathematics, reading, language arts, science and social studies - for the first time.*

Goal 2 - Promotion

An overall average student promotion rate of at least 97% in grades K-8.

- *The statewide average promotion rate in 1998-99 was 96.4%.*

Goal 3 - Dropouts

A dropout rate of no more than 10% for grades 9 through 12.

- *The dropout rate in 1998-99 was 14.8%.*

Goal 4 - Attendance

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

- *In 1998-99 the statewide average attendance rate for grades K-6 was 94.8%; for grades 7-12 it was 92.6%.*

APPENDIX E: HIGHER EDUCATION UNITING TO SERVE TENNESSEANS A Strategic Master Plan for 1996 - 2000

Tennessee Higher Education Commission

The Tennessee Higher Education Commission is charged with the responsibility of creating a master plan for higher education in the state. This master plan must assure that higher education serves **student** needs. It must also provide assurance that higher education will operate as **efficiently** as possible without compromising **quality**.

Eight subcommittees were appointed to determine strategies for the accomplishment of the goals and objectives of the Strategic Master Plan. Some subcommittees have formed advisory groups to work with them and others have formed inter-subcommittee groups to address issues which cross over into other subcommittees. To date subcommittees have established target timelines, action plans, and identified the responsible agent(s) for implementation.

Premises for Plan Development

- Education is a life-long process.
- Higher education must serve Tennesseans by providing high quality instructional programs to educate and train Tennesseans for improvement in their quality of life and attainment of job skills to improve their economic status.
- Higher education must provide basic and applied research for agriculture, business, and state and local governments, and provide public service to the citizens of the state.
- Information technology must be interwoven into all aspects of the education infrastructure.
- Higher education must be sensitive to the needs of its students.
- Higher education must be efficient and accountable to the citizens of Tennessee.
- Diversity in the types of institutions permits breadth in program availability and enables cooperation among institutions, which in turn increases the quality of the educational system and thereby benefits the citizens of Tennessee.

The Commission proposes the following goals for Tennessee higher education for the years 1996 to 2000 . . .

INCREASING PERFORMANCE IN TENNESSEE HIGHER EDUCATION

- Goal 1:** To increase the quality of higher education in Tennessee and refine the Performance Funding process to assess it.
- Goal 2:** To communicate more effectively the role of higher education with the general public and the executive and legislative branches of state government.

- Goal 3:** To provide greater opportunities for students by making higher education available to all Tennesseans who have demonstrated the ability and interest to learn.
- Goal 4:** To increase productivity of higher education by attracting more students and retaining them until they achieve their educational goals.
- Goal 5:** To increase efficiency through allocating, reallocating, and utilizing resources to the state's best advantage.

USING INFORMATION TECHNOLOGY TO SERVE TENNESSEANS

- Goal 6:** To establish policies, resources, and incentives to support information technology initiatives.
- Goal 7:** To establish a high-speed statewide electronic network.

ENHANCING PARTNERSHIPS WITH K-12

- Goal 8:** To encourage partnerships to promote high standards and lifelong learning throughout the entire education system.
- Goal 9:** To establish collaborative planning partnerships between higher education and K-12 education for teacher preparation and continuing professional development.
- Goal 10:** To increase the number of minorities who are identified, recruited, and prepared for employment in professional positions, especially teaching.

ENHANCING PARTNERSHIPS WITH BUSINESS, INDUSTRY, AND GOVERNMENT

- Goal 11:** To enhance higher education's partnerships with business, industry, and government.

EXTENDING INTER-INSTITUTIONAL PARTNERSHIPS AND COOPERATION

- Goal 12:** To eliminate barriers for transfer of academic credits.
- Goal 13:** To encourage the establishment of cooperative arrangements between academic and community agencies to increase access to programs and services.

APPENDIX F:

TENNESSEE CHALLENGE 2000

Tennessee Higher Education Commission

A. By the year 2000, Tennessee will be among the leading southern states in providing college education to its citizens.

- The combined undergraduate enrollment at Tennessee's public higher education institutions will be over 206,000 students.
- 50% of recent high school graduates will enroll in Tennessee's public higher education institutions.
- Graduate and professional school enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.
- Enrollment in area vocational/technical schools will reach 24,000 students per year.
- Enrollment of students over age 25 in public universities and colleges in Tennessee will increase to 50%.
- Tennessee's public universities will graduate at least 51% of their students within six years of enrollment.
- Tennessee's two-year institutions will graduate at least 25% of their students within six years of enrollment.
- 75% of students completing university parallel degree programs at Tennessee public community colleges will enroll in baccalaureate degree programs at state universities.
- The racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.
- Rates of persistence to graduation will be the same for African Americans as for other racial groups.

B. By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

- The ACT COMP scores of graduates of Tennessee's public universities will average 188.5.
- Passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.

- 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.
 - Rates of transfer from public community colleges to state universities in Tennessee will be the same for African Americans as for other racial groups.
 - A Superior Teaching Program will be fully funded and implemented across the state.
 - Cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.
- C. By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.**
- 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be African American.
 - 95% of teacher education programs in Tennessee's public universities will pass the NTE or an equivalent examination on the first attempt.
- D. By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.**
- Expenditures on research from restricted accounts at universities will reach \$230 million.
 - Expenditures on public service from restricted accounts at universities will reach \$43 million.
- E. By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.**
- Faculty salaries at Tennessee public higher education institutions will be above those of their peers in other states.
- F. By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of Tennessee Challenge 2000.**
- Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.
 - Annual private contributions to Tennessee public higher education will be \$140 million.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



NOTICE

Reproduction Basis



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").